

NEWS

and Information

A Bi-Monthly Newsletter from the Premier Trainer of Federal, State and Local Government Professionals

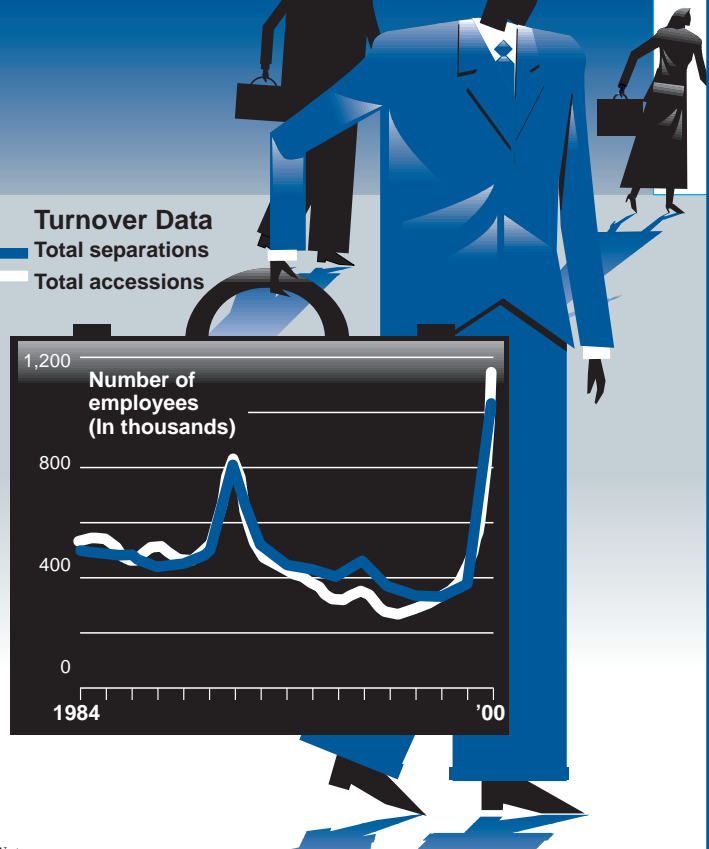
**We're Saving
You a Seat**

**UN and Graduate
School partner to offer
Understanding Global
Terrorism course
(see back page).**

January/February 2002

GOVT FACT

Employee Turnover Rising Turnover Data—Fiscal Years 1984–2000



Notes:

Turnover data exclude Legislative and Judicial Branches, U.S. Postal Service, and Postal Rate Commission.

Government-wide (including U.S. Postal Service) in FY99, there were 1,365,281 accessions (excluding transfers) of which 1,304,521 were temporary and permanent new hires, and 60,760 were returns to duty, etc. There were 1,217,759 separations (excluding transfers) of which 853,669 were quits.

Source: Monthly Report of Federal Civilian Employment (SF 113-A); Office of Workforce Information.

Spirituality in the Workplace



William A. Guillory

William A. Guillory is the founder of the consulting firm Innovations International and author of *The Living Organization: Spirituality in the Workplace*. At a recent conference sponsored by the Department of Agriculture, Women Employees Advisory Council, Guillory spoke on finding professional and personal success.

GSN: How can managers overcome obstacles to success?

WG: It means assessing where you are now and setting a tangible objective, such as what you would like to achieve in one year. Then you need to take a closer look at potential barriers that may make achieving your objective difficult. When I spoke at the conference, we discussed success barriers for women such as glass ceilings and uneven playing fields. For male managers barriers may take the form of reverse discrimination or limited opportunities for advancement. I asked participants to look even deeper—at those obstacles that are self-imposed, part of their own self-perception. Achieving your goals often requires a shift in mindset, since many obstacles and barriers are not going to change. A table is a table, a chair is a chair, a difficult boss is what he or she is. I ask individuals to accept the situation, see it as it is and take responsibility to change how they perceive it. They can orient their behaviors in such a way that is consistent with this new mindset, looking for opportunities rather than blaming 'the system' as being unfair.

GSN: Is this about taking steps like continuing education for personal empowerment?

WG: Yes, it is about a more empowered view of yourself. There are several tangible steps you can take. For instance, I walk individuals through a personal competency profile that is filled with criteria such as skills, education and continuous learning. You must be proactive and recognize the value of directing your own education for the rest of your life. In addition to continuous education, networking is an essential step to empowerment. Sure, there is an 'old boys' system that some managers may not feel they are a part of, but you can establish your own networks and learn strategies for expanding them.

GSN: What is spirituality in the workplace?

WG: I define it as that which comes from within each employee, beyond other forms of spiritual expression. This is a spirituality that extends beyond what someone may have been taught or believes or practices in formal religion. It is the wisdom that exists inside each of us. Once you know and understand it, you are internally motivated; you have such drive and intensity that nothing stops you from completing goals. Spirituality in the workplace embodies values that each employee embraces—respect, honesty, integrity, equality. These are humanistic values that give managers the wisdom they need to treat employees in a holistic way.

GSN: What kinds of training can help managers develop the skills needed in a values-centered organization?

WG: One simple technique is to make a personal assessment of your life. I have managers and employees go through a quality-of-life index and rank factors describing their work and personal life—whether they are stressed, overwhelmed, anxious, have peace, security, meaning, love, or experience boredom—to name a few. Then we take the one that is ranked the lowest—many people feel overwhelmed, for example—and associate it with a recurrent pattern in that person's life that is contributing to it. A person who is overwhelmed may have poor organizational skills or may not be willing to share responsibilities with other competent people. These are examples, but fundamentally individuals have to first recognize that they are responsible for their situations. It's not their bosses' or the organizations' fault.

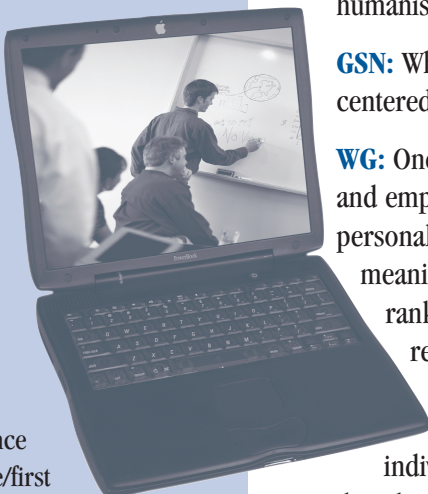
SnapShot

Distance Education Grows

■ Forty-four percent of two- and four-year degree-granting institutions offered distance education courses in 1997–98, an increase from 33 percent in fall 1995. Another one-fifth plan to offer such courses within the next three years.

■ Fifty-five percent of two- and four-year institutions charged the same tuition and fees for comparable distance education and on-campus courses.

■ Post-secondary institutions offering distance education were most likely to offer graduate/first professional degree programs in business and management, health professions, education and engineering.



Source: U.S. Department of Education, National Center for Education Statistics, *Distance Education at Post-Secondary Education Institutions: 1997–98*, Washington, D.C. 1999.

Continued on page 2

Faculty Excellence Applauded at Award Conference

Celebrating 80 years of faculty excellence, the Graduate School hosted its annual awards ceremony in Washington D.C. on October 17. Lynn Edwards, deputy executive director, opened the ceremony with a warm welcome and introduced Executive Director Jerry Ice. Dr. Ice, who joined the Graduate School in September after serving as provost and vice president for academic affairs at Thomas Edison State College in New Jersey, shared with the over 300 attendees his vision for the school. Dr. Ice noted that the Graduate School has had a remarkable record of expanding the focus of education and training to government agencies, the private sector, and to individuals. He cited the unique strengths of school—its students and faculty: “I’ve had the opportunity to talk with many faculty—they do not talk about their own qualifications, but in fact talk about the students in the class. Their comments focus on a unique group of students drawn to us who truly are lifelong learners.”

Keith Collins, interim acting chair and chief economist with General Information Board at the USDA, presented the 2001 faculty excellence awards to 17 instructors for their outstanding classroom teaching. Lynn Edwards presented the longevity awards to those faculty who have provided distinguished service to the school for 15 years and longer. Instructor Ben Murow was on hand to receive the 45 Year Longevity Award—the longest time of service acknowledged at the ceremony and reception.

Profiles of the faculty award winners will be featured in each issue of the newsletter.



Award winner Hyam Afram with family and friends.



Dr. Jerry Ice, executive director, congratulates S. Leigh Geiger, Faculty Excellence Award Winner. Over 180 faculty were honored with awards.



The 15 Years of Service Award was given to: (L-R) Yoko Zoll, Casandra Jordan, Dolores Burton, with Dr. Jerry Ice.

Spirituality in the Workplace, continued

WG: Then I might have them analyze which job-related activities are essential “must dos,” which could be delegated if someone else were trained properly or which could simply be stopped, because they really have no value. There is often a huge mismatch between the values that are identified as being important to the individual and the organization and the actual activities that are consuming the manager’s and the employees’ time. It comes back to empowerment, to being assertive, to being responsible for what you are experiencing.

GSN: Who in an organization is responsible for managing this kind of change?

WG: A manager or employee cannot just assume the organization “gets it”—the concept of values-centered management and spirituality in the workplace. It is the organization’s responsibility to provide, in addition to salary and benefits, a support system with leaders and managers who understand their employees and see them in a holistic way. It is the employees’ responsibility to define the quality-of-life issues and workplace balance they need and communicate those needs to managers. They cannot just assume that their manager or their organization “gets it.”

Timely Conference on Women’s Issues

Guillory was one of several speakers at the U.S. Department of Agriculture’s Women’s Employee Advisory Council’s (WEAC) first national outreach conference. Held in Washington, D.C. in October, “Women’s Issues: A Conversation,” showcased a dynamic group of speakers addressing timely issues. Evelyn White, deputy assistant secretary of human resources, Department of Health & Human Services, spoke on goal setting and how to look within for fulfillment and strength as a way to be more productive at work. Leslie Milk, lifestyles editor for *Washingtonian* magazine, led a discussion on the “sandwich generation”—women who juggle their careers with raising children and caring for elderly parents. Milk has written for various national magazines and newspapers and has appeared on *Nightline*, *Entertainment Tonight* and CNN news. The conference ended with a unique “open conversation” with employees voicing work-related concerns and issues directly to USDA mission heads. Mary Waters, assistant secretary for congressional relations at USDA, made the closing remarks. The Graduate School’s Training and Event Management Office teamed with the WEAC Advisory Council to provide the logistical and training services required to present this highly successful meeting.

Our Faculty: Up Close

Faculty Award Winners

Neil Clayton

In 1983 Neil Clayton left his position as a university professor to teach full time for the Graduate School’s Western Training Center. Clayton teaches “what sound like dry topics—management sciences such as research, problem solving, statistics and analysis.” To make them interesting and relevant, Clayton uses a hands-on approach and does not give exams. He says, “the real test is whether my students have acquired insights they can use in the real world.” He encourages his students to see research and statistics as a way to impact an organization. “A research report should not just get added to yet another database,” says Clayton. “The point is to make something different and better—to take actions that impact external and internal customers. Organizations need to be self-regulatory, making their own decisions based on sound analysis and relying less on outside experts.” The best managers, according to Clayton, take time to get into the work environment and talk to employees. “You need to listen to the people in the trenches when making decisions,” he says. Clayton, who developed the curriculum for several of the Graduate School’s management sciences courses and travels to teach 20 to 30 weeks a year, says he “finds balance” getting outside on his three acres in Sequim, Washington. Clayton was recently inducted into the 2001 edition of the *International Who’s Who of Professionals*.



Pete Puricelli

After retiring from a 35-year career in the federal government, Pete Puricelli wanted a position that would allow him “to contribute in a way that is meaningful to me.” Puricelli found a way in 1996 when he was hired to teach financial management courses on topics like budget formulation and execution and appropriations law for the Midwest Training Center. Puricelli, who believes “the sum of my students is greater than the whole,” uses classroom discussions to solve workplace issues. “I want my students to have a working knowledge of the subject—not just read the book,” says Puricelli. Puricelli and his students tackle topics such as economic policies of administrations, budget cycles, financial estimates, resource allocation and how “the dollars wind their way through Congress.” Often students help fellow students who have a difficult or unusual problem. “In one case,” says Puricelli, “a financial manager had a pressing problem. I had to ask the GAO auditors in the class not to incriminate this student so we could candidly thrash it out. We were able to help him reach a logical solution—the auditors gave him excellent advice and counsel. This is the type of classroom exchange that is so valuable.” When he is not teaching, Puricelli, who lives in St. Louis, spends time with his wife, Marie, their five children and ten grandchildren. He also is an avid golfer.

GATI Instructor Receives President's Council Award



David Gamble, acting assistant inspector general for investigations at the U.S. Department of Transportation, presents Howard Cox with the U.S. DOT Inspector General Award for Excellence.

Graduate School instructor Howard Cox received an “Award for Excellence—Management and Administrative Services” from the President’s Council on Integrity and Efficiency in November. Cox, acting director of legal services at the U. S. Postal Service, was cited along with his two team members for excellence in managing the contract and grant fraud initiative for the Department of Transportation and the Office of Inspector General and for delivering the customized Contract and Procurement Fraud training course. Cox worked with his two team members, Harry Shaeffer, special agent-in-charge, and LaVan Griffith, senior special agent–national contract fraud coordinator, to create a course that agents can continue to “interact with” by using a customized CD-ROM. This is the second award that Cox has received for creating this course. For more information on this customized contract and grant fraud training program—which can be replicated for other agencies—contact Elaine Muir at (202) 314-3559 or refer to the article in the June issue of this newsletter.

News in Brief



...Instructor Alyce Gaither has been selected to be an Olympic Torchbearer for the Salt Lake City 2002 Olympic torch relay. Gaither teaches the Communication and Business Skills curriculum (CABS) for the Western Training Center.

...A new e-Management Certificate of Accomplishment offers a customer- and results-oriented focus on managing information resources. The required courses include Introduction to e-Government and Information Resources Management for Federal Agencies and electives such as Implementing the Clinger-Cohen Act and Records Management. The new program is offered in Washington, D.C. and Baltimore. For more information, call Martha Evelyn at (202) 314-3406.

...Twenty-five Graduate School instructors attended the National Foreign Language Conference in Washington, D.C. held by the American Council on the Teaching of Foreign Languages (ACTFL). The conference featured over 1,000 exhibitors, including publishers and displays on using multimedia in the classroom. For more information, go to www.actfl.org.

Message from the Executive Director



We have all heard news about an economic recession, continuing political uncertainty around the globe and terrorist threats close to home. But there is at least one shining light in the midst of these unsettling events—the continuous growth of the Graduate School. In the last five years we have had 884,399 new enrollees. Since the school was founded in 1921, the number of students has now

exceeded two million. So we have reason to be optimistic for the future of adult continuing education.

There is a growing demand from professionals in many fields for quality educational programs that combine strong curricula, excellent faculty, innovative formats and workplace relevance. The students we serve choose our programs for all of these factors but especially to advance their careers.

How can we keep pace with their changing needs? By exploring new and innovative formats—without sacrificing the quality of our curricula. Programs such as the new Certificate of Accomplishment in e-Management and Web and paper-based distance learning courses in a wide range of subjects are two examples of successful innovative formats. Distance learning can integrate the best that diverse institutions have to offer with the convenience of technology. I recently attended a conference at the British Open University in London on distance learning and was delighted to find similar innovative thinking among educators from around the world.

Excellence and efficiency—these are the things our students, our customers, demand. They do not have a lot of time for class attendance, but they want the best programs possible. Our strengths at the Graduate School have always been our curriculum, outstanding faculty, and a career-related application. We know that we are serving both those who are committed to lifelong learning and those who are new to continuing education. The strengths we have already can guide us in planning for the future.

Dr. Jerry Ice

Did You Know?

An annual survey on staffing and structure conducted by the American Management Association reports that recessionary pressures were driving job cuts well before

September 11. For the first time since the 1990-91 recession, more than half of major U.S. companies reported layoffs, with 58 percent reporting that they eliminated jobs in the 12 months ending June 30, 2001—the highest percentage in the survey’s 15-year history. On the positive side, the survey found a dramatic increase—up 45 percent over the previous year’s 19 percent—in the share of human resources managers who reported that staff talent is “adequate” as opposed to “scarce.”

Source: American Management Association, 2001 Staffing Study, www.ama.org

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Partners in Education—Evening Programs Certificates Accepted Toward Bachelors Degrees at Nine Universities and Colleges



As part of the Graduate School's ongoing Partners in Education initiative to build alliances and partnerships with other educational organizations, Evening Programs has announced that nine universities will accept credits earned from Evening Programs certificates for use toward undergraduate degrees. Evening Programs has developed partnerships with Johns Hopkins University, Georgetown University, University of Maryland University College, University of Phoenix, Southeastern University, Strayer University, Trinity College, University of the District of Columbia and Thomas Edison State College.

“Students who have completed or are planning to complete many of our certificate programs can apply that coursework toward undergraduate credits for a degree from these schools,” says Don Shandler, director of Continuing Education. “We have signed articulation agreements detailing the unique relationship with each of the

nine schools. For instance, Georgetown University accepts coursework from our Collegiate Studies Certificate to be applied to an undergraduate degree in liberal studies. Students in our Paralegal Studies Program can apply their credits to Johns Hopkins, Southeastern University and Trinity College.”

Shandler notes that these partnerships are timely for students who are working on certificates in information technology, paralegal studies and business and management fields. “By offering our students certificate programs comprised of ACE-accredited courses that can lead to an undergraduate degree, we give our students an edge in the marketplace.” The Partners in Education initiative is just one cooperative effort with these universities and other educational organizations. Shandler notes, “Evening Programs now offers classes on the Georgetown campus, and we have plans to offer courses at Strayer University's campus. Our students also may enroll in courses at the Smithsonian Resident Associate Program.”

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Editor Patricia Dempsey; Graphic Design Roberson Design; Production Manager Benita Scott; Distribution Coordinator Zenobia Lucas.



Self-Study Course on Understanding Global Terrorism

The Graduate School, in partnership with the United Nations, is making a UN self-study course, Understanding Global Terrorism, available to federal agencies and employees. With its special knowledge of and experience with terrorism worldwide, the UN is able to give students an insider's view. The course does not focus on using force against terrorism; rather it examines the causes and elements of terrorism. The 12-lesson program covers topics such as profiles of terrorists and their organizations, motivations for terrorism, victims of terrorism, and terrorism in the context of the Cold War, the media and the future. For more information or for group enrollments, call (303) 236-8500.

New Auditing Book Looks at Measurement

If you are in the business of auditing performance, there is a new book that offers valuable intellectual muscle: *Performance Auditing: A Measurement Approach*, by Ronell B. Raaum and Stephen L. Morgan. Raaum, the curriculum manager for the Government Audit Training Institute (GATI) and Morgan, a GATI instructor and city auditor of Austin, Texas, designed this book as a training manual for professionals who are new to the field and as a practical guide for experts.

Performance Auditing is unique because it offers in-depth instruction on performance measurements and the use of measurement and comparison in assessing performance.

Management Skills Via Distance Learning

In a short, flexible time frame you can acquire new management and financial management skills. Paper and Web-based courses in the Graduate School's distance learning program include:

Frontline Customer Service

Managing for Peak Performance

Developing Maximum Personal Effectiveness

Management Controls in Government

The Modern Program Manager

Controlling a Budget

For more information visit the Graduate School's Web site or call Dr. Patricia DeFerrari at (202) 314-3656 about the management curriculum, and Dr. Stefan Gunther at (202) 314-3652 about the distance learning program.

Correction

In the Northeast regional issue, the dates for two seminar sessions were incorrect. The correct dates are:

Grammar and Usage

May 28-30, Philadelphia, Pa.

Aug. 20-22, New York, N.Y.

Fundamentals of Writing

Feb. 5-7, New York, N.Y.

March 11-13, Philadelphia, Pa.

Sept. 3-5, Boston, Mass.

For more information, contact the Northeast Training Center at (215) 861-4705.